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ABSTRACT

This module, one in a series of 127 performance-based teacher education learning packages, focuses on specific professional competencies of vocational teachers. Based on 380 teacher competencies identified and verified as essential for vocational teachers to meet the needs of special needs students in their classes, this module focuses on assessment. It contains three learning experiences designed to lead the teacher with some experience through the process of assessing the progress of exceptional students in their classes. Each learning experience consists of an enabling objective, activities, a self-check, and feedback. The first learning experience provides information that teachers need to assess student progress, such as how to modify assessment techniques, minimize fear of testing, and use of an appropriate feedback and grading system. Sample tests and record forms are provided. The second learning experience contains three case studies of teacher assessment of special students, while the final learning experience calls for students to practice assessment procedures in an actual teaching situation to the satisfaction of a resource person. A teacher performance assessment form is provided. (KC)

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Assess the Progress of Exceptional Students

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James B. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

Appreciation is also extended to the approximately 80 vocational teachers and supervisors from throughout the United States who served on the eight DACUM analysis panels that assisted National Center staff in the initial identification of the teacher competency statements. Appreciation is extended, too, to the 80 additional teachers and supervisors from throughout the United States who assisted in the verification of the 380 competencies.

Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

Special recognition for major individual roles in the development of these materials is extended to the following National Center staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington, Karen M. Quinn, and Michael E. Wonacott, Program Associates, for training of module writers and module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Kevin Burke and Barbara Shea for art work; Nancy Lust, Research Specialist and Wheeler Richards, Graduate Research Associate, for assisting in the coordination of module field testing and data summarization; and Catherine C. King-Fitch, Program Associate, for revision of the materials following field testing. Special recognition is also extended to the staff of AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

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MODULE

L-9

Assess the Progress of Exceptional Students

Module L-9 of Category L—
Serving Students with Special/Exceptional Needs
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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INTRODUCTION

The assessment of student progress is one of your most important responsibilities as a vocational-technical teacher. The information that you obtain through assessment provides a basis for identifying—both for you and for your students—areas in which they need to improve their performance.

Without an adequate understanding of how your students are functioning in the program, it is impossible to give them feedback on their progress, plan instructional strategies geared to their levels of performance, provide future career direction, or even assign grades accurately.

However, it may be difficult to assess the progress of students with exceptional needs in the same manner that you assess the rest of the class. Sometimes, the characteristics of students with exceptional needs interfere with their performance on the assessment instrument. Therefore, in order to assess accurately what a student with exceptional needs actually knows and is able to do, it may be necessary to modify your assessment techniques.

For example, some students with exceptional needs have difficulty reading and understanding written tests because of physical limitations or academic deficiencies. For these students, modification of written assessment materials is essential.

As a vocational-technical teacher, it is important for you to be familiar with the assessment problems that students with exceptional needs are likely to encounter. And you need to know how to correct these problems so that you can obtain a realistic and accurate estimate of their knowledge and skill levels. This module is designed to give you skill in assessing, recording, and reporting the progress of students with exceptional needs.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, assess the progress of exceptional students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in assessing the progress of students with exceptional needs (*Learning Experience I*).
2. Given case studies describing how vocational teachers assessed the progress of students with exceptional needs, critique the performance of those teachers (*Learning Experience II*).

Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special exceptional needs.

In addition, to complete this module, you should have defined or redefined your educational philosophy to include your responsibility for serving students with exceptional needs, and you should have competency in identifying and diagnosing the needs of these students. If you do not already meet these requirements, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following modules:

- *Prepare Yourself to Serve Exceptional Students*, Module L-1
- *Identify and Diagnose Exceptional Students*, Module L-2

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which you can assess the progress of exceptional students.

A resource person to assess your competency in assessing the progress of exceptional students.

Terminology

Special/Exceptional Needs: Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemakers, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

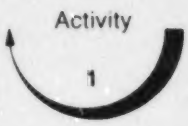
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

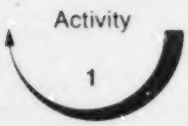
After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in assessing the progress of students with exceptional needs.



You will be reading the information sheet, Assessing the Progress of Students with Exceptional Needs, pp. 6–19.

You will be demonstrating knowledge of the rationale for and procedures involved in assessing the progress of students with exceptional needs by completing the Self-Check, pp. 20–22.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.



The needs and abilities of students with exceptional needs may affect your assessment of their performance. For information on how to appropriately and accurately assess the performance of students with exceptional needs, read the following information sheet.

ASSESSING THE PROGRESS OF STUDENTS WITH EXCEPTIONAL NEEDS

Assessment is the process of determining whether your students are making progress toward achieving their instructional goals and objectives. You assess this progress in three areas—knowledge, skills, and attitudes. A student's specific objectives in these three areas should be contained in your instructional plans. Thus, assessment should be simply a matter of finding out whether a given student is learning according to these plans.

However, the assessment of students with exceptional needs may be different from that of the rest of your students. Let's look at some of the possible similarities and differences.

Similarities

In many ways, assessing the progress of students with exceptional needs is no different from assessing the progress of any student. The **purpose** of assessment does not change. You still want to determine whether students are making progress toward stated goals and objectives. And you assess their progress in the same three areas as you do for other students—knowledge, skills, and attitudes.

Likewise, assessment of the progress of students with exceptional needs occurs on the same **occasions** as it does for other students. You assess their performance when they enter your program (preassessment) to find out each student's current level of performance. You assess student progress almost continually throughout the program to determine whether levels of performance are improving. Then, you assess performance when they leave your program (postassessment) as a final evaluation of their progress toward their goals and objectives.

Most important, the yardstick against which you measure student performance—minimum business and industry **standards**—does not change. In your instructional planning, you may have outlined more or fewer or different objectives for some students with exceptional needs than for your other students. Yet, regardless of how many objectives each student has, you use the same yardstick to measure whether the student has achieved each objective. If you are training a student to perform a specific task, the criteria for quality do not change.

Differences

There are, however, some key differences to take into account when you assess the performance of your students with exceptional needs. One of these differences lies in the **assessment techniques** you use. The techniques you have traditionally used to assess student progress may not be appropriate for students with exceptional needs. Sometimes their needs and abilities can interfere with the assessment procedure.

For example, some students with exceptional needs may have low reading skills. This could be true of a mentally retarded student, a student with limited English proficiency, a student with dyslexia, and others. Imagine one of these students trying to take a paper-and-pencil test on engine repair procedures.

The student might know the material covered but be unable to read the questions on your test or write the correct answers. Thus, the student's test results would not be a true assessment of whether the student knows how to repair an engine.

Another possible difference in assessing the progress of students with exceptional needs lies in students' **fear of testing.** Although many students are afraid of tests and testing situations, this fear of testing is more likely to seriously affect students with exceptional needs. They may simply have more reason to be afraid of the testing situation than other students.

A student with limited English proficiency, for instance, may never have done well on written tests. Thus, she would be all the more apprehensive when you start passing them out. An adult in retraining may be quite nervous at the thought of taking his first test in twenty years.

Even if these students know the information on which they are being tested, fear of failure may make them so nervous that poor performance is inevitable. Thus, it is particularly important that you do everything possible to minimize fear of testing for students with exceptional needs.

Likewise, using assessment results to provide **feedback**—always an important part of assessing student progress—may be critical for students with

exceptional needs. Feedback tells both you and your students where they are—what they know, what skills they have acquired, and so on.

Yet, some students with exceptional needs may not progress as quickly as other students. They need frequent assessment and feedback concerning the results in order to identify and correct weaknesses. And, the more frequently you assess and provide feedback, the more quickly and effectively you can spot difficulties and modify your instruction accordingly.

In addition, because of their past experiences, some students with exceptional needs have low self-concepts and little self-confidence. They may feel that they can never be successful. Consequently, it is very important to provide them with feedback concerning their strengths. Seeing the progress they have already made can give them a sense of accomplishment and motivate them to progress still further.

Furthermore, **recording the results** of assessment can also become more important when you have students with exceptional needs in your program. You may well be dealing with a much wider range of instructional goals and objectives for students when some of those students have exceptional needs. In order to keep track of student progress in meeting a variety of objectives (or in meeting the same objectives at varying speeds), it is essential that you record the results of assessment.

A final difference that may occur in assessing the progress of students with exceptional needs is in assigning **grades.** You probably have some kind of standard grading procedure in your program. This may be a procedure your administration requires you to use or one you have devised yourself. In any case, let's say that you have a system whereby a student gets an *A* if he or she attains a specified level of skill in performing a specified number of tasks.

However, what if you have a mentally retarded student in your program? What if this student's occupational goal includes only half the objectives that you normally require in the program? If the student can perform each of those skills at the required level, do you give him or her an *A*? Would an employer be able to accurately interpret this *A*? A prospective employer might conclude that the student can perform the **usual range** of skills with **proficiency.** This would be a mistake.

On the other hand, can you give this student a *C* to reflect the fact that he or she has met only half the usual program objectives? Would this be fair to the student? After all, the student has met all the objectives required to achieve his/her occupational goal. Obviously, the varying needs and abilities of students with exceptional needs must somehow be accommodated in your grading procedures.

In short, to determine—fairly and accurately—whether students with exceptional needs are making progress toward their stated instructional goals and objectives, you need to do the following:

- **Use appropriate assessment techniques**—Consider the special needs and abilities of students when selecting the methods you will use to assess their progress. Change your techniques, if necessary, to fit students' needs and abilities.
- **Minimize fear of testing**—Ensure that students with exceptional needs feel comfortable with the idea of being tested. Try to make assessment a positive experience for them.
- **Record assessment results**—Be sure you know where all students are in their progress toward various goals and objectives by writing down assessment results.
- **Provide frequent and continual feedback**—Help students with exceptional needs feel a sense of accomplishment concerning what they have already learned. Use feedback to help them improve their performance and to motivate them to learn and progress further.
- **Use an appropriate grading system**—Use a grading system that gives an accurate picture of each individual student's progress toward meeting his/her instructional goals and objectives.

Let's take a closer look at each of these suggestions.

Use Appropriate Assessment Techniques

Traditional assessment techniques may sometimes be appropriate for students with exceptional needs. Consider, for example, a typing course. One of the instructional objectives for students in the course is to type at a certain speed. The best way to assess students' progress toward this objective is to give them a speed test—give them a typewriter, typing paper, material to type, and tell them to go at it.

Now, assume that there is a young man in this course, and assume that this particular course has traditionally included only women. Is the speed test appropriate for use in assessing this nontraditional student's progress toward the instructional objective? It is quite appropriate.

What makes this student exceptional is simply that he is male in a program where the majority of students are female. His manual dexterity is presumably as good as that of the females. And, since there is nothing about his exceptional condition that should prevent him from performing successfully on the speed test, the traditional technique should be appropriate for him.

However, different assessment techniques must be used whenever students' exceptional needs interfere with their ability to complete a particular test. The most obvious example would be a blind student who is supposed to take a written test. How could this student—who cannot see—read the questions and write appropriate answers? In this case, you must choose a technique that is appropriate. How can you choose?

First, a technique is appropriate if it fits a student's level of physical, sensory, and mental functioning. In other words, if the student cannot see, the assessment technique should not require the use of sight. If the student cannot read well, the technique should not require the use of high-level reading skills. If the student has cerebral palsy and cannot write legibly, the technique should not require written responses.

Second, a technique is appropriate if it assesses only what it is supposed to. Let's take paper-and-pencil tests as an example. Paper-and-pencil tests assess not only students' knowledge of the information covered, but also their ability to read and write. If you give your students a paper-and-pencil test, you are also assessing their reading and writing skills—whether you intend to or not.

Or, assume that an instructor wanted to determine whether students could perform a particular skill—changing a tire, for example. Would it be appropriate for that instructor to give students a written test, with the question, "How would you change a tire?" Probably not. One student may be able to change a tire but unable to describe the operation in writing. Another student may be able to describe the operation in writing but unable to actually perform it.

The appropriate technique to use in that situation would be a performance test. The instructor could provide a car, a tire, a jack, and a tire iron, and have each student change the tire. This technique assesses only what it is supposed to—whether students can change a tire.

Do not misunderstand! In much of this information sheet, we will be discussing **alternative** ways to assess students' technical knowledge and skills when they have poor reading, writing, or speaking skills because of their exceptional conditions. This is **not** to imply that English skills—communication skills—are not important.

If these skills are needed to succeed in the occupation, they should be tested and students should receive needed remediation. Even if one or more of these skills aren't needed in the occupation, they are needed in life, and remediation should be part of the students' educational program.

However, the point in this module is that, when you want to measure technical knowledge and skill, you need to make sure that—and only that—is what you are measuring. If a student "fails" a test because he/she cannot read it, you haven't tested his/her knowledge of the technical content—only his/her reading skill. If you want to know what the student knows and can do, you need to ensure that is what you are testing.

Use Performance Testing

One useful technique for assessing the progress of students with exceptional needs is performance testing. Briefly, performance testing consists of having a student demonstrate a skill while you carefully observe and evaluate the performance.[1]

In most cases, a student must possess specific knowledge in order to perform a particular skill. For example, a student must **know** what steps to follow, in what order, before he or she can change a tire correctly. If the student **performs** those steps, in the correct order, then one can usually assume that he/she possesses the required knowledge.

Using performance testing as one means of assessing knowledge has some advantages. Performance testing often does not require students to read and write. It thus allows students with poor reading and writing skills to demonstrate their knowledge in another way.

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1. To gain skill in developing and administering performance tests, you may wish to refer to Module D-4, *Assess Student Performance: Skills*.

Videotape Student Performance

If you have access to videotape equipment, you can videotape student performance of a skill. Then, the student can assess his/her own performance by reviewing the videotape. This method works extremely well for many students with exceptional needs.

On the videotape, students can see themselves performing the skill—e.g., rolling a client's hair on curlers in the cosmetology program. By reviewing their own performance, students can assess their own skill level. They can see what they are doing right—and feel good about it. And they can see their own mistakes—e.g., rolling the hair in the wrong direction. This concrete information can help students improve their future performance.

You could also videotape model performances of given skills. Students can assess their own performance by comparing it against the model. In addition, they can view the videotaped model as often as needed and use it as a guide to improving their performance in the future.

Use Appropriate Criteria

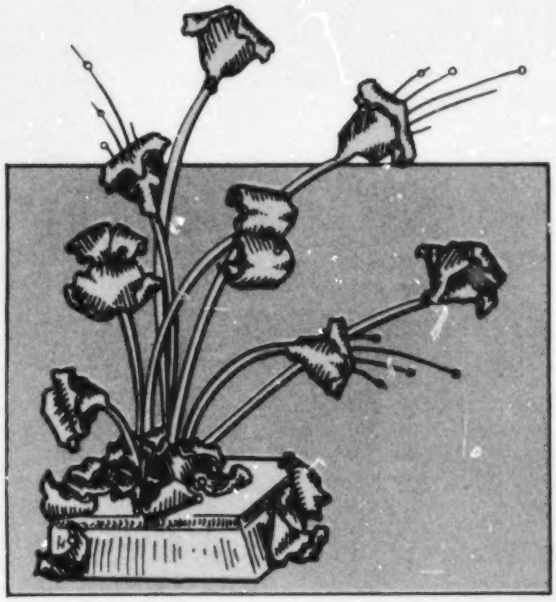
In assessing student performance, you base your criteria, for the most part, on entry-level standards specified by business and industry. For each objective, student performance must meet or exceed those standards. But some students with exceptional needs may have higher-level objectives than other students.

An intellectually gifted student, a student who is especially talented in your occupational area, an adult who has had a great deal of past experience—each of these students may find higher-level objectives appropriate and challenging. It is important in this kind of situation to use criteria that adequately measure students' achievement of higher-level objectives.

An example of a higher-level objective in a catering and vending program might be developing a weekly menu for a food service concession. If the teacher had never before assessed this skill, he or she would need to determine what the performance criteria for this skill should be, based upon industry standards. Student performance could then be assessed based upon the appropriate criteria.

Another way of assessing the performance of students who are working on tasks beyond the usual realm of the vocational-technical program is to use a panel of judges. For example, a gifted student in a welding class might be learning to fabricate metal sculptures. Who should rate his/her performance?

The welding instructor could assess the technical adequacy of the student's welds. But to assess the student's work fully, a qualified panel of judges should be involved. Art instructors, advisory committee members, or other members of the community—with



expertise in the area of metal sculpture—could be asked to visit the school and rate the student's work. This would provide the student with valuable information about his/her progress, beyond that which the instructor could provide.

Modify Paper-and-Pencil Tests

When you use paper-and-pencil tests, some modifications may be needed for students with exceptional needs. Sometimes you will need to modify the test itself. Sometimes you will need to modify the way you use it.

Modifying the test. You may need to rewrite tests at a lower reading level for students with lower-level reading skills. By adjusting the reading level to accommodate a student's reading skills, you can more readily obtain accurate information about the student's understanding of the material. Sample 1 shows a written test that has been adapted for students with lower-level reading skills.

For students with limited English proficiency, you might have tests translated into the student's native language. A foreign language teacher, a bilingual student, or a parent might help you translate your written tests. The use of native-language tests, however, should be used only to assess students' knowledge of technical skills. If the correct use of English is itself a necessary skill in the occupation, you obviously cannot assess that skill by using a test written in the student's native language.

Finally, you can use visual aids to enable students with poor reading skills to comprehend a test. Pictures, illustrations, films or filmstrips, and live demonstrations can be a great help to students who are poor readers or who have other communication problems (e.g., hearing or visual impairments, mental retardation, learning disabilities, or educational disadvantagement).

SAMPLE 1

MODIFIED WRITTEN TEST: READING LEVEL

Building Maintenance

Written Test

For each item below, circle the letter of the response that correctly completes the item.

1. The correct procedure for wire-splicing involves:
   a. soldering separate strands with appropriate tools
   b. utilizing a screw-on mechanism
   c. interlacing separate strands laid at right angles

2. Functionally, the awl serves to:
   a. transfer dimensions for proper sizing
   b. increase a circumferential dimension
   c. delineate a boundary

Modified Test

Read each item below. Circle the letter beside the right answer.

1. To make a wire splice, I:
   a. use solder and iron
   b. use a screw
   c. twist two wires together

2. An awl is used to:
   a. mark correct measurements
   b. enlarge a hole
   c. draw a line

For example, a student's ability to identify automobile repair tools could be assessed using illustrations, as long as they provide an accurate assessment of the student's ability. Sample 2 shows how illustrations can be used to supplement a test in auto mechanics.

Modifying the use of the test. You can read written tests aloud to students with poor reading comprehension. You might plan to read the test items to a group of students with poor reading skills, while other students are taking the written test. A teacher's aide or volunteer can also be asked to read the test questions to students and answer their questions.

Students can answer orally. Although this requires a one-on-one approach, which can be time-consuming, it benefits students who have physical impairments that make it difficult for them to write. Students with limited English proficiency and those with mental handicaps or learning disabilities may also have difficulty in providing written responses.

In addition, use of oral tests may be the best approach for students with exceptional needs who lack motivation. Your personal involvement with them in this testing situation may stimulate them to try harder.

You can tape-record items and have students tape-record their responses. This allows each student to work on the test individually with a tape recorder—thus freeing you to do other tasks. This method may be useful for visually impaired students and those with limited reading skills. It enables these students to respond to test items based on their own knowledge of the content material and to complete the test independently.

You might use an overhead projector and transparencies. In testing the knowledge of a mentally retarded student, for example, you could flash a picture of a tool on the screen with the name of the tool covered. After the student responds correctly by orally giving the name of the tool, you can uncover the name so that it is shown on the screen. The immediacy of the feedback can be valuable to the student in learning the appropriate response. This could also be helpful to students with limited English proficiency.

Finally, it may be helpful to allow students with sensory or physical impairments to respond to test questions using a typewriter. Sometimes students who have trouble writing answers to test questions by hand can use the typewriter to respond.

For example, a student with cerebral palsy who has poor muscular control might be able to type the answers with the use of a special plate that covers a standard keyboard. A quadriplegic student who has no use of his/her fingers might be able to use a mouthstick to type out the answers. Many visually impaired students who have difficulty writing can type using the touch system. This method also provides an alternative approach for speech-impaired individuals who cannot respond orally to test questions.

SAMPLE 2

MODIFIED WRITTEN TEST: ILLUSTRATIONS

Auto Mechanics

Written Test

Directions: Match the name of the tool with the correct definition given in the right-hand column.

a. open-end wrench	_____ a double-ended wrench with both ends closed to prevent slippage
b. offset box-end wrench	_____ a double-ended wrench with both ends consisting of open jaws
c. box-end wrench	_____ a double-ended box-end wrench with bent shank to allow obstruction clearance

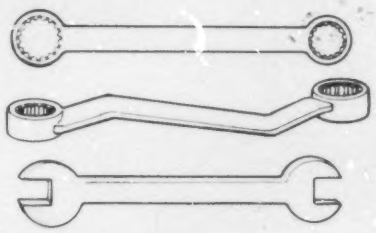
Modified Test

Directions: Match the name of the tool with its picture.

a. open-end wrench _____

b. offset box-end wrench _____

c. box-end wrench _____



Minimize Fear of Testing

Some students with exceptional needs have experienced problems in assessment situations. Consequently, they may be afraid to take tests and may need your encouragement and assistance. What can you do to help these students?

Explain Test Procedures

An important way in which you can help is to make sure that students fully understand **how** they will be assessed. Whatever assessment technique you plan to use, you must be sure that students with exceptional needs understand (1) what they will be expected to know or do, (2) how to complete the test they will be taking, and (3) how they will be graded (the standards for successful performance on the test). In order to get this information across, you will need to give clear and simple test directions to your students.

Just as you deliver your instruction in a variety of modes—illustrated talks, task sheets, demonstrations—it is advisable to present test directions in a variety of modes. You might explain the directions aloud, supplement them with written directions, and reinforce the directions with a demonstration of how to complete a sample item or task on the test.

Adult students who are returning to school for retraining often have a real fear of taking tests. You can

allay this fear by discussing in class—in advance—the material that will be included on the test and by reviewing it in practice sessions. In this way students can gain mastery of the test content without the pressure of being evaluated.

Make Assessment a Positive Experience

You can help students with exceptional needs to view tests in a positive way by showing them how to use assessment feedback to improve their performance. For example, assume that a mentally retarded student's performance has been evaluated at the bake station of a catering and vending program. This student is having difficulty measuring the right amounts using a measuring cup.

The instructor needs to help this student understand that tests are a means, not an end. Test results allow the instructor and the student to pinpoint—and correct—specific difficulties. The instructor should then show the student the correct way to use a measuring cup, using the test information as a reference. He or she could also provide some practice activities requiring the use of the measuring cup.

It is important that all assessment be a constructive activity. You should encourage students to praise the work of others when it is correct—in addition to pointing out tactfully when it is incorrect. Acceptance by **peers** and recognition of a task well done can do much to bolster the self-confidence of a student with exceptional needs and to increase his or her desire to try new things.

Likewise, **you** need to be sensitive to the feelings of students with exceptional needs when correcting their work. Some of these students may have low self-concepts and may become embarrassed or discouraged if corrected in front of the class. It is always a good policy to correct students diplomatically. You can talk to students about their errors on an individual basis in order to be sure they understand the errors and know how to correct them.

Most all students like to receive positive feedback from a teacher. Receiving praise, along with correction and instruction, can encourage students with exceptional needs to continue to work hard, even when they encounter difficulties.

Use Practice Tests

Another way to minimize students' fear of testing is to give practice tests. In working with students who are less familiar with the concepts you are teaching or who have greater difficulty learning them, practice test are often beneficial. Slower learners are aided by repetition and frequent exposure to the same material. The repetition in the practice tests reinforces what they are learning in class.

Practice tests can also reduce students' fear of being tested by allowing them to review in advance what will be covered on the test. Of course, to be fair, you must make the practice test available to all the students in the class. In that way, you will be evaluating all the students consistently and equitably.

Have Students Self-Assess

Another way of minimizing fear of assessment and encouraging a positive attitude is to show students with exceptional needs how to self-evaluate. For instance, adults in retraining and students who are gifted or talented often have a strong desire to know, at all times, how they are doing in the program. They can be highly motivated by being permitted to check their own progress.

To assist them in checking their progress, you must first give them guidelines for self-assessment. These guidelines should include directions for self-assessing objectively, as well as specific assessment criteria—indicators of successful task completion. For example, one indicator that a tire has been correctly mounted is that the bolts have been tightened mechanically with the aid of a lug wrench or pneumatic tool. To assess whether they have performed the skill correctly, students must examine this and other specified indicators.

After successfully performing a skill and self-evaluating, students could also check the skill off on a progress chart—such as a competency profile for your occupational area. For many students, checking off each skill successfuly performed can be highly motivating.

Record Assessment Results

An important aspect of assessing the performance of students with exceptional needs is recording the assessment results. The information that you compile on students' performance will enable you to determine their overall level of proficiency.

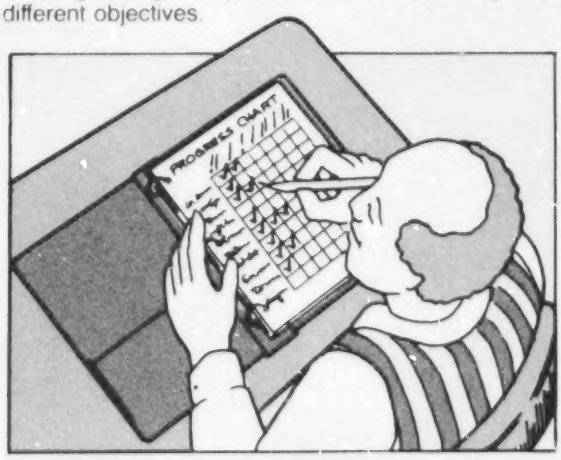
You will make several important uses of this information: (1) providing feedback to students on their performance, (2) planning for instructional strategies that will best meet each student's needs, (3) providing students with future direction on the employment possibilities that are most in line with their individual achievements, and (4) assigning grades to students.

To be useful for these purposes, the information you collect must be detailed, objective, and obtained frequently throughout the program. The format you select for recording assessment information will depend on these considerations, as well as on the nature of your program and the specific needs of your students.

The following suggestions can help you design a record-keeping system that allows you to combine, in one place, the data from written tests, performance tests, and your own observations of student performance in the classroom or lab.

Maintain Individual Progress Charts

Keeping student progress charts, perhaps in a notebook or grade book, can be an efficient way of monitoring where each student is in learning various occupational skills. This can be especially critical when, because of their exceptional needs, students are progressing at very different rates or pursuing very different objectives.



Records of student progress should reflect the exact nature of the problems individual students are encountering. Each aspect of a student's performance should be recorded, so that you can provide the student with the detailed feedback he or she needs.

Post a Wall Chart

Student progress can also be recorded on a wall chart. The major skills that students are expected to achieve can be listed across the top of the chart, as on a competency profile. When a student has successfully performed one of the skills, it can be checked off on the wall chart. The use of a wall chart can be motivating to some students with exceptional needs; it can challenge them to keep pace with their classmates.

However, there are disadvantages to using wall charts to post student progress. If a student is too far behind the rest of the class, he or she might be discouraged by the comparison. Futhermore, if the program is truly individualized, comparing one student's progress to that of another contradicts the goal of individualized instruction: allowing students to work at their own pace toward their own goals. Furthermore, in some schools and districts, "publicly" posting students' progress is not permitted.

Use a Record Sheet

Another way of recording student progress is to use a record sheet like the one shown in sample 3. The sample record sheet combines attention to the details of a student's performance with a point system for precise assessment.

Students are awarded points on the record sheet for effort and cooperation, proper cleanup of their work stations, observance of appropriate safety rules, and being on time. They are penalized for being late. Bonus points are awarded for additional work that students complete on special assignments.

This type of point system can be especially rewarding for students with exceptional needs who are having difficulty with some aspect of the program. For example, a mentally retarded student might be slow in learning program content. You could provide additional assistance in this area and show the student how his/her improvements add additional points to the overall score. In addition, this student's other scores can contribute measurably to his/her grade.

SAMPLE 3

RECORD SHEET

NAME _____ VOCATIONAL AREA _____

TOTAL POSSIBLE POINTS _____ TOTAL ABSENCES _____ DATE _____

TOTAL POINTS EARNED _____ TOTAL TARDIES _____

FINAL GRADE _____

	WEEK 1					WEEK 2					WEEK 3					WEEK 4					WEEK 5					WEEK 6				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
Absent																														
Tardy (−2)																														
On Time																														
Effort (+2)																														
Cooperation (0-5)																														
Content Knowledge (0–30)																														
Manipulative Skills (0–40)																														
Cleanup (0–5)																														
Safety (0–5)																														
Bonus Points (0–15)																														
Total Points Day																														
Total Points Week																														
Grade																														

Provide Frequent and Continual Feedback

One of the important features of the record-keeping devices we have been discussing is that they allow for providing frequent feedback to the students with exceptional needs in your class. Frequent and continual feedback may be essential to their development of the required skills. Students with exceptional needs often need such feedback in order to improve their performance in the face of the special adjustment problems they may have.

Pair Students

One method of providing frequent and continual feedback is to pair students in the classroom or lab. Students can check each other's performance of the skills they are learning. You would, of course, need to provide the students with objective criteria for assessing each other's performance and models or guidelines for doing so.

For example, students paired in a nurse's aide program could check each other's performance in taking temperatures and blood pressures or making up beds, using guidelines provided by the instructor. The students would thus receive immediate feedback from each other on their performance and gain expertise via the shared practice sessions.

This type of experience, combined with immediate feedback, can be especially valuable for students with exceptional needs. It can be extremely reinforcing. Being able to measure blood pressure accurately may motivate students to work hard on learning other skills—skills that they might find more difficult to master. Their feeling of accomplishment may bolster their self-confidence as well.

Provide Feedback on Student Attitudes

Your assessment of student performance should take into account their attitudes and work habits, as well as skill performance and knowledge of subject matter. A student's attitudes and work habits are important because they directly affect the student's potential for employment success.

A student's attitudes are reflected in his/her behavior patterns. Measurable evidence of specific attitudes is provided in such behavior patterns as attendance, promptness, cooperation with co-workers, effort made on assigned work, finishing assignments on time, concern for safety, and responsible use of tools, to mention a few.

Some students may have adjustment problems related to their exceptional characteristics. As a result, they might develop a variety of attitude problems and exhibit them by acting inappropriately. Therefore, it is especially important for you to assess student attitudes and provide feedback to students concerning this area.

A good way to assess the attitudes of your students is to observe their behavior in the classroom or lab and to record your observations in writing. You can make daily observations on record sheets or cards, which can serve as both an assessment tool for you and a feedback device for your students.

Making your comments accessible to students can provide a source of information and motivation. Your comments can also be combined with progress ratings. The more feedback that you make available to students with exceptional needs, the more they can benefit from it. They can better understand what mistakes they are making and what they need to improve upon.

It can also be very rewarding and motivating to these students to see that they have made improvements. You should always stress the positive when you are providing feedback to your students. It is much better to say, "John needs improvement in recognizing the names of tools," than to say, "John is too slow to recognize the names of tools without a great deal of prompting."

Use Media

It is often effective to use visual aids and audiovisual media to provide feedback to students with exceptional needs. The use of such devices as wall charts, checklists, and concrete objects can benefit slower learners, disadvantaged students, students with hearing impairments, and others. Some students can use concrete objects as models for evaluating the products that they construct. Videotapes and audiotapes that students can review can also provide some students with a good source of feedback on their performance.

Assess Out-of-School Performance

Students with exceptional needs may be placed on the job as part of the vocational program. In that case, you might need to assist on-the-job instructors (or supervisors) in assessing the performance of these students. You would need to orient each on-the-job instructor by giving him/her a complete picture of the student's present level of performance.

In addition, you would need to alert the on-the-job instructor to any potential difficulties the student might have as a result of his/her exceptional needs. It is also helpful to give the on-the-job instructor some evaluation guidelines, such as those shown in the checklist in sample 4.

This type of evaluation checklist can help the on-the-job instructor give you specific feedback on the student's performance. It can focus his or her attention on specific areas in which the student needs help. To rate the student, the on-the-job instructor should use the same criteria that are used to evaluate the performance of other employees—criteria that are consistent with entry-level standards in the business or industry.

The specific information provided on the checklist by the on-the-job instructor can be used by you as a basis for identifying the types of further assistance needed by the student. The information can also provide a useful summary of the student's progress that you can review with the student and his/her significant others.

Students with exceptional needs who have experienced frequent failure in the past need to know how they are doing in a real-world job situation. Frequent feedback on their on-the-job performance can also be used to instruct these students concerning appropriate work habits and attitudes and to motivate them to practice them on a daily basis.

Review Progress with Students and Others

Ideally, you should conduct a progress review session with each student with exceptional needs—and any appropriate others—after you have monitored the student's progress over a substantial period of time. Four to six weeks should usually be adequate.

At that point, you should have sufficient information about the student's progress in meeting the goals that were outlined in his/her individual training plan (ITP) or individualized education program (IEP). A student's ITP or IEP should specify both the short-range and long-range goals the student must meet to prepare for his/her career goal.

Your purpose in this session is to review the student's progress to determine whether, in fact, the student is meeting the short- and long-range goals. For the purpose of the review, you will need to collect and summarize all data on the student's progress to date so that you can present them to the student and to the others involved.

Other persons that should be present at the review session include those who were initially involved in planning the student's ITP or IEP, as well as those who have been involved in implementing it. For example, support staff, counselors, student's significant others, the special education teacher, or the remedial reading teacher might be included in the review session.

SAMPLE 4

EMPLOYER CHECKLIST

Supervisor's Name: _____ Training Position: _____

Student's Name: _____ Date: _____

Attendance: Absence (No. Days) _____ Punctuality (No. Tardies) _____

Directions: Check the box that most accurately describes the student's performance, using the following rating scale:

1 = Unsatisfactory
2 = Needs Improvement
3 = Satisfactory
4 = Superior

	1	2	3	4
1. Cooperation with co-workers	☐	☐	☐	☐
2. Cooperation with supervisor	☐	☐	☐	☐
3. Initiative and effort (lack of need for supervision)	☐	☐	☐	☐
4. Self-control (coping in stress situations)	☐	☐	☐	☐
5. Adaptability (learning new methods/tasks)	☐	☐	☐	☐
6. Job performance	☐	☐	☐	☐
7. Care/use of equipment	☐	☐	☐	☐
8. Safety practices	☐	☐	☐	☐

Comments: _____

_____

_____

_____

During the review session, the student's success in accomplishing the short-range goals should be examined closely to determine whether the student is having difficulties that must be worked out. If the student's progress is unreasonably slow, it may indicate that the original goals were unrealistic and need to be modified. If all parties decide that is the case, the student's IEP or ITP should be modified accordingly.

But periodic review sessions are not the only times at which information should be shared with other professionals. It is very important to share information on students' progress with the support staff who are working with them on an ongoing basis. The exchange of information between you, the student, and the support staff can provide vital input for the improvement of the student's program.

For example, the reading teacher who is tutoring a mentally retarded student needs to be kept aware of the progress the student is making in your class. It is not enough simply to report the student's grades to the reading teacher. You should also provide specific information that would be helpful to the reading teacher in working with the student. For example, the student's progress in learning technical vocabulary would be useful information.

Use an Appropriate Grading System

Finally, there remains one potential problem in assessing the progress of students with exceptional needs. You can use appropriate techniques, minimize fear of testing, record assessment results, and provide frequent and continual feedback. Yet, after all this, you still may need to assign a grade to report the progress of these students.

Usually, you assign letter grades by considering each student's progress toward the stated program goals and objectives—achieving entry-level competency in the occupational area. However, some students with exceptional needs may not have the same set of goals and objectives. Their ITPs may include more, fewer, or different goals and objectives than are usually included in your program.

For example, a gifted student may have individual goals and objectives that go well beyond the usual program goals and objectives, reflecting the student's greater ability. On the other hand, a mentally retarded student may have somewhat restricted goals and objectives. This student may not be able to learn as much or as quickly. So, this student's goals and objectives may include only a part of the usual program goals and objectives.

How can you assign letter grades to these students? In theory, you assess each student's progress toward his/her own stated goals and objectives. Do you then assign letter grades based only on this consideration? If the mentally retarded student has achieved **all** his/her stated goals and objectives, do you give this student an *A*, even though the student has achieved only a fraction of the usual program goals and objectives?

On the other hand, consider the gifted or talented student whose goals and objectives went well beyond the customary ones. If the student does **not** achieve all his/her stated goals and objectives, what do you do? Do you give the student a *C*, even though the student has achieved all the customary goals and objectives?

If your program were operating in a vacuum, this problem would not be so difficult. But it does not. Your final grades are considered by many other people and used by them to make decisions. Another teacher may decide how a particular student with exceptional needs can be expected to perform, based on the grade you gave that student. A prospective employer may base a decision—to hire or not to hire—partly on your letter grade.

If the mentally retarded student received an *A* and the gifted student received a *C*, will a prospective employer know how to accurately interpret these grades? Probably not. Letter grades, traditionally, have a common meaning to almost everyone. It is assumed that all students are expected to achieve a standard set of goals and objectives. An *A* then means excellent achievement of those goals and objectives; a *C* means average achievement.

What should you do? Obviously, letter grades are not particularly useful when instruction is not group-paced and norm-based. They cannot accomplish both your grading purposes: (1) to report each student's level of success in accomplishing his/her own goals and objectives; and (2) to communicate to other persons what skills the student has achieved and at what level.

The best way to overcome the deficiencies of using letter grades would be to use a **competency-based grading system.**[2] Instead of trying to sum up a student's level of achievement in a single letter grade, a competency-based grading system uses a detailed profile chart showing exactly what skills the student has mastered.

The profile chart shows all the skills required for success in the occupation or for entry-level success. You can indicate on the chart which skills the student has achieved, and you can also indicate a level of achivement for each skill. For example, a four-point rating scale could be used to indicate achievement levels, as follows:

1 = Some ability to perform the task/skill; requires supervision
2 = Can perform the task/skill satisfactorily with periodic supervision
3 = Can perform the task/skill without supervision
4 = Can perform the task/skill with more than acceptable speed and quality

With such a system, a student's future teachers, prospective employers, and others can know exactly what the student can and can't do.

If you cannot use a competency-based grading system in your school, you can at least **supplement letter grades** with more detailed information. Although not ideal, this would allow you to explain exactly what you meant by each grade. You could attach a note to each letter-grade report form explaining the student's performance and progress in specific areas.

For example, you can present information on the student's occupational skills, social adjustment, work habits, safety practices, and test scores in an overall progress profile. The progress profile can be put together from the information you have collected in your record sheets, progress charts, or other record-keeping devices. However, you need to be careful in including any data related to attitudes, social adjustment, and so on. In some states, such information cannot be reported.

The value of this type of progress profile is that it provides specific information on the various aspects of the student's performance. Prospective employers, among others, can benefit from this additional, specific information. When your final assessment goes into this kind of detail, employers will have a much better picture of the student's knowledge and skills. They will know which tasks the student can perform, and at what level of skill.

Your school or district may already use a grading system that is appropriate for students with exceptional needs. If so, all you need to do is to use the system conscientiously. If not, you should do what you can to have such a system accepted.

You could urge your administration to allow you to use a competency-based grading system. You might experiment with such a system while others retain the traditional system. You need to use your common sense to do what you can to ensure that your grading system meets the needs of **all** your students—including those with exceptional needs.

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2. To gain skill in using a competency-based grading system, you may wish to refer to Module K-3, *Organize your Class and Lab to Install CBE.*

The following items check your comprehension of the material in the information sheet, Assessing the Progress of Students with Exceptional Needs, pp. 6–19. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Why should vocational-technical teachers sometimes use different assessment methods for students with exceptional needs?

2. What factors need to be considered when you are adapting assessment methods for use with students who have exceptional needs?

3. Identify at least five simple modifications that you can make when testing students with exceptional needs, and explain how such modifications can help students. For each modification, give one example of the type of student it could help.

4. Critique the statement: "Any method of keeping progress records is adequate since all students—including those with exceptional needs—must meet the same performance standards."

5. How can you evaluate the attitudes of a student with exceptional needs? Why is it important to do so?

6. Explain the major purposes of reviewing progress information with students who have exceptional needs, and with appropriate others.

7. Should letter grades be supplemented for students with exceptional needs? Explain your rationale.

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Students with exceptional needs may have characteristics that interfere with the assessment process. For example, a visual impairment can interfere with a student's ability to read written questions. In order to evaluate students fairly and accurately, it may be necessary to use a different assessment method.

   The method you use should (a) remove or lessen the effects of the individual's limitations and (2) provide a true assessment of his/her occupational knowledge and skills. For example, for a disadvantaged student who has poor reading comprehension, it would be wise to supplement written test materials with oral instructions and to record test questions on audiotape.

2. In adapting assessment methods, you need to consider how to modify each method in a way that corresponds to the student's needs. The assessment method should be adapted to the student's physical, sensory, and mental functional level. For example, a student with a crippled right arm, who can use a prosthetic device to assist him/her in filing records, should be evaluated while using the prosthetic device.

   Your modifications should also be made with the goal of producing an accurate measure of the performance objectives being assessed. If you are using a bilingual version of a test for students with limited English proficiency, you need to make sure that the use of English is not important to the skill that you are evaluating.

   Your modifications should not interfere with the skill or knowledge you are assessing. For example, skill in the use of written English is important for clerical work, especially typing. Your modification of a typing test must not interfere with assessing the student's written English skills.

3. The following modified methods might be used for testing students with exceptional needs. In each case, the modification would allow the students to demonstrate their actual levels of occupational knowledge and skill.

   Reading written tests aloud. This method can be effective for students with poor reading comprehension.

   Tape-recording test materials. Students with visual impairments or with limited reading skills can benefit from this approach.

   Translating tests into a student's native language. Students with limited English proficiency can benefit from this approach.

   Using visual aids. Students who are hearing-impaired, mentally retarded, disadvantaged, or poor readers can benefit from visual supplements.

   Rewriting tests on a lower reading level. This method can be of assistance to students with low-level reading ability.

   Using videotape. Students who learn concrete skills and actions more readily than abstract concepts, such as mentally retarded students and those with learning disabilities, can profit from this approach.

   Using performance tests. Performance tests can be beneficial for all students with exceptional needs, because they eliminate factors such as reading, writing, and other language skills. Students with limited English proficiency, mental handicaps, and communication impairments may find performance tests especially useful.

   Asking a panel of judges to evaluate student performance. Gifted or talented students who are working independently on projects can benefit from this approach. It allows them to receive input from persons with expertise in the specialized area they are exploring.

   Using a typewriter. Students with sensory impairments, speech impairments, or poor muscular control, who have difficulty responding orally or in writing, can use the typewriter to respond more successfully.

Using overhead projector and transparencies. Students with difficulty responding to written tests can benefit greatly from this approach, as they can respond orally and receive immediate feedback on their answers.

4. While it is true that **all** students must meet the same performance standards, the method that you use for keeping progress records is vitally important. For students with exceptional needs, it is important that your records reflect the exact nature of the problems they are encountering so that you can provide them with specific feedback.

   Detailed record keeping serves to highlight difficulties students are experiencing so that they can get the assistance they need to improve their work. You should record each aspect of students' performance, including work behavior and attitudes, so that you have specific information on record. Students with exceptional needs require feedback that is frequent, detailed, and objective. You cannot provide such feedback without the careful and frequent recording of each aspect of their performance.

   Careful record keeping is also important for providing information to others who are working with the students. It is not enough, for example, to tell the remedial reading teacher that a student got a *C* in related class work. The remedial reading teacher will need to know how the student is doing in learning vocabulary and understanding written directions in order to provide needed assistance in improving the student's reading skills.

5. A student's attitudes are reflected in his/her behavior patterns in the classroom and lab. You can assess a student's attitudes toward the vocational program by observing his or her attendance patterns, efforts made in mastering the skills, relationships with classmates and teachers, responsibility in the use of tools and safety practices, and so on.

   It is important to assess work habits and attitudes because the student will carry them into the work place after completing vocational training. If the student has poor work habits and attitudes, he/she will probably experience some very difficult adjustment problems on the job. By providing students with feedback concerning their work habits and attitudes, you can help them better prepare for the world of work.

   Despite the importance of this area of assessment, you also need to remember that it is a sensitive area. There are those who believe that no one has the skill or the right to assess another person's attitudes. In some schools or states, reporting attitude scores is not permitted. Your assessment practices must be consistent with the policies in your local situation.

6. The progress review session serves the purpose of updating all parties concerning the student's progress toward goals that were set in his/her ITP or IEP. In addition, the progress information that is shared provides vital input for the improvement of the student's vocational program.

   If, for example, a student is consistently failing to meet one of the goals established in his/her ITP or IEP, it might be necessary to revise the plan and change the goal to create a more appropriate and realistic program for the student.

   The progress information that is shared with other professionals who are working with the student can also be useful in helping them provide more effective assistance to the student.

7. Letter grades do not really provide a comprehensive picture of the achievement and skill levels of a student with exceptional needs. Thus, they should be supplemented with specific information in areas such as the student's skills, understanding of concepts, adjustment to work standards, work habits, and so on.

   Because some students with exceptional needs have greater or lesser abilities than their classmates in specific skills that are part of the overall program, it is important to supplement the letter grades with details that will highlight these differences and indicate the student's true capacities.

   For example, consider a mentally retarded student in an auto mechanics class who has tremendous mechanical aptitude and who can work very well with his hands. This same student, however, also has a low reading comprehension level and has made low grades on the written tests despite careful coaching.

   Merely awarding the student a *C* for the course does not give sufficient information concerning his actual skill level. Supplementing the *C* grade with information about both the student's mechanical aptitude and his reading problems would provide a much more informative picture of the student's overall performance.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Assessing the Progress of Students with Exceptional Needs, pp. 6–19, or check with your resource person if necessary.

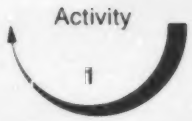
Learning Experience II

OVERVIEW

Given case studies describing how vocational teachers assessed the progress of students with exceptional needs, critique the performance of those teachers.

You will be reading the Case Studies, pp. 26–28, and critiquing the perfcrmance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in assessing the progress of students with exceptional needs by comparing your completed critiques with the Model Critiques, pp. 29–30.



The following case studies describe how several vocational teachers assessed the progress of students with exceptional needs. Read each of the case studies and **critique in writing** the performance of the teacher described. Specifically, you should explain (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have assessed the student's progress.

CASE STUDIES

Case Study 1:

Mrs. Jones, the health occupations teacher, sighed audibly as she looked at the results of Kim Deveaux's quiz on patient care. It appeared, from the looks of Kim's answers, that she had not learned any of the basic concepts. There were many blank spaces, some answers were written almost illegibly, and many were incorrect.

Later on, Mrs. Jones was talking to Mrs. Frye, the school counselor, about Kim's progress. "I tried to help Kim," Mrs. Jones explained. "I let her review the material on patient care that I had recorded on cassette tape before she took the quiz. She seemed to understand the concepts when we discussed them in class. The information that you provided **did** indicate that Kim is educably mentally retarded, but I never realized that she would have this much difficulty on a written quiz."

"Have you checked her reading level?" Mrs. Frye queried.

"Not really," replied Mrs. Jones. "I've been busy preparing materials for the class. And besides, Kim hasn't had any problem learning and performing patient care skills in the lab. She seems to have a natural interest and ability where working with patients is concerned."

Case Study 2:

Mr. Leonard, the carpentry instructor at Woodward Tech, had devised a performance test to assess the performance of his students on the shop lathe. He knew that one of his students, Claude LaSalle, had very limited reading and writing skills because of a learning disability.

The performance test that Mr. Leonard planned to use would bypass Claude's problem. All the students would be expected to produce four turned chair legs on the shop lathe within specified dimensions and in a given amount of time.

On the day of the test, Mr. Leonard handed out the supplies and the specification sheets for the turned chair legs. He had given assignments for the students to work on while each one was being tested individually on the lathe.

As each student worked on the lathe, Mr. Leonard carefully observed his/her performance while timing the entire operation. He evaluated and recorded the quality of each student's overall performance, along with the quality of the chair legs produced. He gave each student immediate feedback on his/her performance after the task was completed.

When Claude LaSalle was evaluated, he appeared to "freeze up" on the machine. He was uncertain of the proper settings for the lathe. He appeared to be very nervous, working hesitantly and halting frequently to study the specification sheet. As a result, Claude completed only two of the chair legs, and his work was decidedly inferior.

Mr. Leonard was frankly surprised. Claude had never had any difficulty working on the lathe in class.

Case Study 3:

Mr. Wilbur, an auto mechanics teacher, had carefully charted his class's progress on student record sheets. He awarded points to students daily for various aspects of their performance and posted their cumulative points every two weeks on the bulletin board. Mr. Wilbur also customarily reviewed his students' progress halfway through the course and, during progress review sessions, he answered their questions about their performance.

There were several Hispanic students in the class. As Mr. Wilbur was preparing for their progress review sessions, he noted that all the Hispanic students had poor scores on the written tests. However, several of them had excellent manipulative skills. One of them, Roberto, showed excellent potential for being a first-rate mechanic.

During Roberto's progress review session, he asked Mr. Wilbur, "Why you give me a *C* for this grade period? I fix the brakes. I fix the transmission. I do everything like you say in class."

"But Roberto," Mr. Wilbur replied, "the *C* grade is an **average** of all your work. I compute your points for each day's work, and they all go into the grade. You have done excellent work in your lab assignments. However, your scores on the written tests have been consistently low. You could have seen from your points, which were posted every two weeks, that you were doing average in your overall performance."

Compare your written critiques of the teachers' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

Mrs. Jones made a good beginning with Kim Deveaux when she prepared an audiotape for review of the major concepts to be tested. While this was not exactly a practice test, it served the same function for Kim. The audiotape provided reinforcement and reminded Kim of the concepts presented in class. Also, because the material was recorded, Kim's poor reading ability did not interfere with her understanding of the material.

In spite of this hopeful beginning, Mrs. Jones failed to find out whether Kim needed modified assessment methods. The school counselor had informed her that Kim was mentally retarded. This information should have alerted Mrs. Jones to the fact that Kim might have some difficulty with academic skills such as reading.

Mrs. Jones administered the test to Kim without determining what her reading level was. The written quiz that she used proved to be a test of Kim's reading ability rather than a test of her knowledge of patient care. Kim's performance in the lab indicated that she did indeed have a practical knowledge of patient care concepts. Mrs. Jones could not evaluate Kim's true knowledge of the subject because she used a test that was inappropriate.

Mrs. Jones could have easily remedied the situation by taking some exploratory action prior to administering the written quiz. She should have reviewed the information provided by the counselor and checked on Kim's reading level. She probably could have obtained this information from Kim's cumulative records. If it was unavailable, she could have done an informal assessment of Kim's reading level herself by administering a practice test.

Had she determined that Kim had a reading deficiency, Mrs. Jones could have tested her knowledge of patient care concepts using a modified assessment method that would have accommodated this deficiency. She could have rewritten the quiz at a lower reading level—one compatible with Kim's reading level. She could have made an audiotape of the test items and allowed Kim to tape-record her responses. She could have read the test items to Kim and had her respond orally.

Any of these approaches would have circumvented Kim's reading deficiencies and enabled Mrs. Jones to assess accurately how well Kim knew the material on patient care.

Case Study 2:

The assessment method that Mr. Leonard chose to use in testing his students' skill on the lathe was certainly appropriate. The performance test provided the means for evaluating the students' proficiency without involving their reading and writing capacities for the most part. Claude's learning disability should have been no handicap to his performance on the test. It was designed to give Mr. Leonard a fair and accurate picture of his students' ability to perform the required work.

In addition, Mr. Leonard's careful observation and detailed record keeping of each student's performance was also quite commendable. This could provide Mr. Leonard with excellent information for arriving at an overall evaluation, and it could serve as a source of feedback to the students as well. He also made excellent use of immediate feedback after each student's performance test was completed.

Unfortunately, Mr. Leonard did not go far enough to ensure that Claude was tested fairly and accurately. He neglected to reduce his anxiety about taking the test by first explaining the test-taking procedures. It is obvious that Claude was extremely nervous about the test, partially because he was having some difficulty understanding the specification sheet.

Mr. Leonard should never have casually assumed that all the students would understand the written instructions. He should have clearly presented the testing procedures orally for the class.

He could have supplemented his directions with a short demonstration, showing the appropriate settings on the lathe for the task at hand. In addition, he could have made use of some practice sessions on the lathe for Claude and other students, so they could first use the specification sheets to self-evaluate, without the pressure of being graded.

In addition, Mr. Leonard should have clearly explained to the students what criteria would be used to evaluate their performance. Claude's hesitation and uncertainty slowed him down. He might have been unaware that part of the evaluation concerned his work speed and that he would get a lower grade by slowing down.

All in all, a performance test could be a very adequate evaluation method for Claude. However, Claude's fear of the test situation, anxiety about the directions, difficulty in reading the specification sheet, and uncertainty about the proper settings of the lathe—all these concerns hampered his performance and consequently lowered his grade.

Mr. Leonard failed to adapt his assessment of Claude's performance to his special needs and, as a result, did not assess him accurately.

Case Study 3:

Mr. Wilbur's carefully kept records of student progress were not put to their most important use—providing feedback to students. He did a good job of keeping daily records of student progress. His use of a point system for evaluating their performance was also commendable.

However, Mr. Wilbur obviously did not adequately inform his students about the specifics of their performance. Nor did he let them know that they needed to improve their performance in specific areas, such as the written tests.

Roberto's comments revealed the fact that he did not even understand Mr. Wilbur's point system. This system should have been clarified for all the students, and they should have had an opportunity to see how they were doing in the specific areas that Mr. Wilbur was evaluating.

In addition to these considerations, Mr. Wilbur's use of written tests was also questionable, since all his Hispanic students had difficulty with them. He could have tested for comprehension in other ways or adapted his written tests so that the Hispanic students could respond to the questions more easily.

Such modifications as tape-recording the test, asking questions orally, or writing the questions in both English and Spanish probably would have helped the Hispanic students. Mr. Wilbur could also have used some performance tests, instead of the written tests, to assess the performance of occupational skills.

All students, but especially those with exceptional needs, can benefit from receiving specific and frequent feedback on their performance. Mr. Wilbur could have shared the student record sheets with the students on a weekly basis. Or he could have made them available for students to look at during class sessions.

He should have explained his point system and grading system thoroughly and completely to the students in order to make sure that they understood how they were being evaluated.

Also he should have discussed their progress orally on an ongoing basis, instead of relying solely on one or two progress review sessions for the entire course. In that way, students would not have to waste this valuable time in asking questions about their grades.

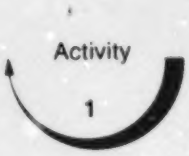
In addition, if he had talked with the students informally about the areas in which there was need for improvement, they might have made better progress by working on areas of weakness. Frequent feedback can be motivating for students with exceptional needs. It can encourage them to put forth more effort in areas in which they are encountering difficulty.

Level of Performance: Your written critiques of the teachers' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Assessing the Progress of Students with Exceptional Needs, pp. 6–19, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

In an **actual teaching situation,*** assess the progress of exceptional students.



As part of your duties as a teacher, assess the progress of students with exceptional needs. This will include—

- using appropriate assessment techniques
- minimizing fear of testing
- recording assessment results
- providing frequent and continual feedback
- using an appropriate grading system

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., two to four weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your documentation and observe at least one instance in which you are actually assessing student progress in the classroom or lab.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in assessing the performance of exceptional students.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Assess the Progress of Exceptional Students (L-9)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name

Date

Resource Person

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In using appropriate assessment techniques, the teacher:						
1. identified exceptional needs that would present problems in assessing students' knowledge and performance	☐	☐	☐	☐	☐	☐
2. adapted the assessment technique to the student's level of physical, mental, or sensory functioning	☐	☐	☐	☐	☐	☐
3. used performance tests wherever possible to measure skill performance	☐	☐	☐	☐	☐	☐
4. used appropriate criteria to assess achievement of objectives	☐	☐	☐	☐	☐	☐
5. used a panel of judges, if appropriate, to evaluate student performance	☐	☐	☐	☐	☐	☐
6. used appropriate modifications of written tests (e.g., oral tests, tape-recorded test materials, native language tests, visual supplements)	☐	☐	☐	☐	☐	☐
In minimizing fear of testing, the teacher:						
7. explained test procedures adequately	☐	☐	☐	☐	☐	☐
8. explained minimum performance standards and their importance to students	☐	☐	☐	☐	☐	☐
9. demonstrated to students how to use assessment feedback to improve their performance	☐	☐	☐	☐	☐	☐
10. used praise and reinforcement	☐	☐	☐	☐	☐	☐
11. provided practice tests for students when appropriate	☐	☐	☐	☐	☐	☐
12. assisted students to self-assess as appropriate	☐	☐	☐	☐	☐	☐
In recording assessment results, the teacher:						
13. recorded assessment information frequently	☐	☐	☐	☐	☐	☐
14. recorded specific aspects of student performance (e.g., content knowledge, manipulative skills, work habits)	☐	☐	☐	☐	☐	☐
15. made assessment records available for students to review	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
16. provided on-the-job instructors with specific guidelines for assessing student performance and recording assessment data.	☐	☐	☐	☐	☐	☐
In providing frequent and continual feedback, the teacher:	☐	☐	☐	☐	☐	☐
17. ensured that feedback was constructive.	☐	☐	☐	☐	☐	☐
18. informed students frequently about recorded observations.	☐	☐	☐	☐	☐	☐
19. used appropriate media to provide feedback (e.g. charts, videotapes).	☐	☐	☐	☐	☐	☐
20. summarized all appropriate progress data for presentation to the students and others.	☐	☐	☐	☐	☐	☐
21. informed the students and others about student performance on an ongoing basis.	☐	☐	☐	☐	☐	☐
In using an appropriate grading system, the teacher:	☐	☐	☐	☐	☐	☐
22. used a competency-based grading system.	☐	☐	☐	☐	☐	☐
23. supplemented letter grades with detailed information on student performance and progress.	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area. A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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